

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** English Language Arts | **TC Name:** Heather Owen | |
| **Grade Level:** 8 | **Date:** October 21, 2010 | |
| **Topic:** Novel Study Conflict (Chapters 17-20) | **Length of Class:** 40-45 min. | |
| **AT Name:** Sandra Seeney | **Room # / Location:** 202 | |
| **1. Curriculum Expectation(s) and Goal(s) for the Lesson** | |  |
| 1. **Expectations**: (Curriculum Documents: English, 2006)  |  | | --- | | **1.6** extend understanding of oral texts, including increasingly complex or difficult texts, by connecting, comparing, and contrasting the ideas and information in their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (pg. 139)  **1.6** generate ideas about more challenging topics and identify those most appropriate to the purpose (pg. 144) | | | |
| 1. **Goal(s) for the lesson:**  |  | | --- | | * Understand the term conflict, and know the four possible types * Understand that each type could be physical conflict, emotional conflict, or both! * Write a conflict that exists in the novel “Pinballs” * Work collaboratively to group to organize conflicts into four categories * Present their findings as a group to the class * Read in character to the class | | | |
| **2. Preassessment and Accommodations/Modifications** | | |
| |  |  | | --- | --- | | **Preassessment:** | **Accommodation/Modification:** | | **Academic Needs:**  -students may finish early  -students may not understand what is expected  -students with assistive technology | * Students that finish early will be asked to work on one of their ongoing projects * Teacher will direct the pace of the note writing * If students have any questions, they can ask them at any point in the lesson * students with assistive technology can use their laptops to take the class note, but will not need them for their quiz correcting | | **Behavioural/Social/Emotional Needs:**  -distracted students  -students not participating | * Students will be participating as a class, and helping each other out. * Distracting students may be asked to move, or to answer questions | | **Physical Needs:**  -peanut allergy  -mobility issue | * there should be no need for modification for either of these students * for the student with the mobility issue, there is a pathway in the desks | | **Diversity Needs:**  -boys and girls  -different learning types | * since there are no language issues in this class, there will be no need for modification | | | |

**3. Learning**

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| * “Think About it will be written on the board while the students are getting their books out * Paper circles will be handed out by the teacher (take one, pass it on) * Students will be asked to write their name on one side of the paper circle (for later assessment) * While students are writing their conflicts, the teacher will set up the chart paper in 3 corners of the classroom * When a group is presenting their ideas, the other groups must sit down * Class as a whole will try to fill the gaps in conflicts * Have students find their seat and pick characters and narrator for reading * Read Chapter 17 as a class |

**4. The Overview (Agenda) for your lesson:**

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| -Think about it  -Review Note on Conflict (physical and emotional)  -Find your group  -Organization  -Presentation  -Reading Chapter 17 |

**5. Resources and Materials for your class**

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| -red, blue, and yellow paper circles with conflicts on them (31 in total)  -blackboard + chalk  -chart paper (x3)  -masking tape (enough for each group)  -Projector + screen  -Overhead note and washable markers |

**6. Content, Teaching Strategies, for Lesson**

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| ***Time*** | ***Teaching or***  ***Assessment Strategy*** | ***Detailed Description*** |
| *1 min* | *Challenge Question*  *\*\*if time permits, do at end of lesson\*\** | What starts with an E, ends with an E, and has only one letter in it?  -envelope  [*http://www.c-english.com/files/scans/06myc\_echallenge\_sgreig.pdf*](http://www.c-english.com/files/scans/06myc_echallenge_sgreig.pdf)  *\*\*This is written at the beginning of the day so that we only have to take up the answer during language arts.* |
| *10 min*  *10 min*  *10 min* | *Instruction* | -have students copy down review + physical/ emotional from overhead  *“Conflict is the dramatic struggle between two forces in a story. Without conflict, there is no plot” (Hughes, September 2010, Stories)*  -teacher hands out coloured paper  Pink: Carlie  Orange: Harvey  Yellow: Thomas J  -tell students afterwards what character they are  -instruct students to write about a conflict they know about with their character  -try and get them to come up with something that no one else will think  about  -only have student focus on three types of conflict (Character vs. Character,  Character vs. Self, Character vs. Society)  -get students to form groups in different locations of the room based on the character they were given  -have students order conflicts in each conflict area  *Do you agree with the group on where they placed that conflict?*  *Why do you think that there are no circles under the topic Character vs. Society?*  *Can you think of an example that we can put under this section?*  -have students do a quick presentation in front of their classmates about why they categorized them that way, and if they can think of a conflict in the category that’s empty (character vs. Society?) |
| *10 min* | *Application* | -have students get out their pinball notebooks, and write a journal entry about a conflict in their life.  -have them answer the following questions:  What was the conflict?  What kind of conflict was it?  Why? |
| *4 min* | *Consolidation* | *-have students put away their work, and prepare for* |

**7. Reflections: To be completed after you have taught the lesson.**

**a) Effectiveness of your lesson***.*

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| **What was effective/ineffective about your lesson** | **How do you know?** | **What steps will you take to improve?** |
| *E: Groups* | *Students worked well and were engaged in the activity* | *--* |
| *I: Consolidation* | *There was no consolidation at the end of the class* | *Include a “real life” consolidation at the end of the class* |
| *E: Instructions* | *Oral and visual instructions were given to help both learning types* | *--* |

**b) Effectiveness as a Teacher:**

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| **What was effective/ ineffective about you as a teacher?** | **How do you know?** | **What steps will you take to improve?** |
| *E: Classroom management* | *The class is starting to respond to the techniques I am trying* | *Continue using different strategies to find out what works the best!* |
| *I: Wait time* | *-I answered a few of my own questions*  *-The students were quiet for a few seconds and then started talking again* | *Leave more time for student answers and getting students full attention* |
| *I/E: Full student participation* | *One student was having a bad day, and I let him sit out of the group activity, but I’m not sure if that was a good thing or not* | *I will talk to the student myself, or check with my AT (she talked to him about his mood) to judge whether his participation would be beneficial or not.* |